

Residential Services PCR HCBS Indicators
Effective: 11.7.22

Identifier	Domain	Weight	QA/QI	Alert ¹	Indicator	Suggested questions for Reviewers
CQ.1	1	10	QA		Do the staff and the organization promote an environment that respects the person and treats them in a dignified manner?	Ask the person how they prefer to be addressed. Do they have a nickname or a shortened name? Do different people refer to them using different names? Is that ok with them? Does anyone refer to them using a name they do not like? Have they told the person or told anyone else they don't like it? Have you observed people referring to the person by a name other than the name they told you they preferred to be called by? When questioned, what reason was given?
CQ.2	1	3	QA		Is the person's right to privacy acknowledged and practiced?	Do you require assistance with personal care? Do staff assist you in a way that does not embarrass you? Have you ever been embarrassed by something someone said about you? Did you tell anyone about it? If, yes, what did they do? Is personal information on display where others can see it? Is information being shared with people that are not legally authorized to receive it i.e. a family member who is not the legal guardian? Are there people receiving information about you that you don't want to receive information? Staff- how do you decide who gets information about the person and what information is shared?
T.CQ.13	4	3	QA		Does the provider create an environment in which self-advocacy and choice is encouraged, supported and taught?	Do the person and staff know what is meant by advocacy? Have you ever seen the person advocate for themselves? What role did you play in the process? Does the person participate in any advocacy groups? How did the provider support the person to explore participation in advocacy groups? Do you know of any local advocacy groups? Who dictates the person's daily schedule? How is the schedule created and by whom?

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CQ.14	4	3	QA		Do the goals/objectives the person is working on match their priorities regarding their hopes, dreams and values?	Talk to the person about their hopes and dreams. If the person is not able to share their thoughts, talk to a family member and/or a staff person that knows them well. Review the PCTs. Do they represent a reflection of the person beyond their clinical and support needs? Do the "what is important to/for statements" contain things similar to what they would be if you were completing it for yourself or a loved one? If not, why not? What was the process for completing the PCTs? Who gave input? Note to reviewer: If the goals match what is on the PCTs, but the PCTs do not represent what you have learned about the person, then the indicator may be not met.
H.CQ.R	9				Does the person have access needs and/or functional needs which may require supports and/or modifications to the environment?	The program is fully accessible to meet the needs of the people attending the program, including all common areas and supports as needed, such as grab bars and ramps.
H.CQ.R .1	9	0	QI		If the person has access needs and/or functional needs which may require supports and/or modifications to the environment, have they been provided, resulting in free access to common areas?	Are there any common areas of the home that the person cannot access? Are there modifications that could/should be made to the home which would make it easier for the person? Were the needed modifications made/ If not, why not?
T.CQ.16.RES	9	0	QI		Is the person able to set their own schedule and have flexibility and support to come and go as they choose?	Who develops the schedule? What resources are used to develop the schedule? Are things planned based on interests and not assigned groups? Are new things being introduced into the schedule? If yes, how often? If no, why not? How are new activities selected? If someone is not interested in a specific activity, how is that recorded and is an alternative offered? Are the supports available to pursue interests outside of the group setting?

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H.CQ.50.RES	9	0	QI		Does the person engage in meaningful, non-work activities in the community?	What types of things do you do when out? Review a day in the life of...and interview staff. Select activities on the schedule and ask staff what outcomes are associated with them. Do the outcomes and frequency tie back to what is important to and for the person? How often does the person go out? If the person does not go out often, have the reasons been evaluated and a plan generated to increase community presence if desired?
T.CQ.3	9	0	QI		Is the person and/or their representative aware of actions they can take if they feel they have been treated unfairly, have concerns or are displeased with the services being provided?	Interview staff. What is the provider's process for making an anonymous complaint? Does their answer match the provider's written process? Does the person know the process? Is the person comfortable sharing or do they fear retaliation? How was the information provided? If the person is unable to understand the information, was it provided to an appropriate advocate?
H.CQ.44	9	0	QI		Are there strategies in place to assist the person in developing transportation skills?	Is the person accessing public transportation to travel places? If not, why not? Are the reasons not, based on a situational assessment and not just on opinion or judgment? If they are based on opinion, judgment or bias, then this indicator might be not met.
H.CQ.40.RES	9	0	QI		Is the person able to access their money when they want to, and without advanced notice?	What is the process the person has to go through in order to have money available to them? Does it match the provider's policy/procedure? Does the person go to the bank or atm when they need/want money? Is there delay in gaining access to money based on procedures?
H.CQ.46	9	0	QI		Does the person have access to use a phone or computer privately, with or without support, based on the person's preferences?	Is there a computer or phone here that you can use? Could you show me where they are located? Do you have to ask permission to use them? Are you able to use them whenever you want? Are they located in an area that offers privacy? What is the provider's policy on phone and computer usage? Note to reviewer: If the person has no interest in using a computer or a phone, this indicator could be marked NA.

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H.CQ.4 7.RES	9	0	QI		Is there flexibility in the schedule, which supports the person in choosing when and where they eat their meals?	Who decides when you eat? Is there a schedule? Does everyone have to eat at the same time? Are there rules about when and where people can eat? Can a person eat in their bedroom or the livingroom? If there are rules, do they apply to everyone? Who made the rules? Talk to the person who made the rules. Why were they made? If it is for staff convenience, then the indicator may not be met.
H.CQ.4 8.RES	9	0	QI		Unless the person has documented health conditions, which would prohibit snacking, are snacks available and accessible at any time for the person?	Are there snacks in the house? Does the person know where snacks are kept? Can the person access a snack when they want? Do they have to ask permission first? If they have to ask permission, why is that requirement in place? Does the person have a medical reason or is it just a rule?
H.CQ.41	9	0	QI		Does the person have access to things that interest them and can the person use them or participate when they would like to do so?	Is the person and staff able to identify the things the person likes to do that are important to or interest them? Is the person and the staff able to identify what they need for each of the activities? Are those things available?
H.CQ.43	9	0	QI		If the person has a desire to work, are they supported to pursue work in the community?	Does the person have a desire to work? If not, are activities occurring which might help the person explore how their interests could become a job? How was the decision made to pursue work? Are people here helping you to pursue your work interests? How is that being done?
H.RES.30	9				Is the person able to see family and friends and spend time doing activities of their choice in the community?	Does the person have family and/or friends that live outside of their home? Do they have an interest in visiting with them? Are staff aware of any family and friends? What has been done to assist the person in meeting up with their family/friends away from home? Is the person satisfied with the amount of time they have spent with family/friends? Has it been enough for the person? If the person does not have any family or friends, then this indicator would be marked NA.

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H.CQ.51	9	0	QI		Is the person using community resources such as parks, recreational centers and community health clinics?	Review the schedule. What types of places does the person visit? Are these the same places people with similar interest and age would visit? Has community mapping been done to identify community places which match the interest of the person? If yes, have places been visited? If not visited, why not? Does the person know about and is able to participate in activities that are important to them? Are community options the first to be explored when services are needed? Note to reviewer: The use of a waiver service or a non-inclusive source should be the choice of last resort. Whenever possible, people should be receiving services outside of their home and day program building. This may include medical follow up, fitness, nutrition classes, etc.
H.RES.32	9	0	QI		Did the person select their home and/or do they know that they have the right to move?	How did the person choose the place where they are living? Are they happy there? If they are not happy, do they know they have a right to move? If they are not happy, have they told anyone they are not happy? If yes, what has been done to assist them with finding another home? Can the person tell you who they would talk with if they wanted to move? Note: If the person has lived in their current home for a very long time, the focus of the interview should be on if they understand they can move if they are not happy.
H.RES.33	9	0	QI		If the person has a roommate, were they offered the choice of a private room, if they have the ability to pay?	Does the person share a bedroom with someone? If yes, do they want to share the bedroom with this person? If no, why not? If the person being interviewed would like a private room, were they offered that as an option? If not, explore with staff at the organization why the person doesn't have a private room. Is the reason based on the person's inability to pay.

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H.RES.34	9	0	QI		Is there a lease or written residency agreement that provides the same responsibilities and protections from evictions as all other tenants under relevant landlord/tenant law in the jurisdiction?	Has the person signed the lease? Just having the person's name on the lease without their signature, is not sufficient. If the person's name is not on the lease nor is the lease signed by the person, is their a residency agreement signed by the person that outlines the responsibilities and protections from evictions and addresses appeals as all tenants? If the person has a court appointed guardian, has the guardian signed the lease or the residency agreement? Does the lease or residency agreement protect the person from evictions?
H.RES.35	9	0	QI		Has the provider created a culture in which visitors are accepted and encouraged?	Is there a policy/procedure related to visitors? Do people feel they can have guests visit when they want to? Do guests feel they are welcome at any time? Are people able to visit in an area that is comfortable to them and their guest? Does the procedure create a welcoming environment while minimizing risk? Are there different procedures and/or expectations for monitors, frequent guests and people known only to the person in service? Is there evidence that visitors have been present at regular frequencies?
H.RES.52	9	0	QI		Does the person have an understanding of their rights regarding housing, as explained in the lease or residency agreement, including when they could be required to relocate, and do they or their guardian/advocate understand the eviction process?	Has the person signed the lease? Did someone talk to the person and/or guardian/advocate about the contents of the lease. If the person has a guardian or advocate, were they given a copy of the lease? If there is a residency agreement, does it contain information about relocation and eviction?

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H.RES.36	9	0	QI		Is there a lease or written residency agreement that provides the same responsibilities and protections from evictions and addresses appeals comparable to relevant landlord/tenant law in the jurisdiction?	Has the person signed the lease? Just having the person's name on the lease without their signature, is not sufficient. If the person's name is not on the lease nor is the lease signed by the person, is their a residency agreement signed by the person that outlines the responsibilities and protections from evictions and addresses appeals as all tenants? If the person has a court appointed guardian, has the guardian signed the lease or the residency agreement? Does the lease or residency agreement protect the person from evictions and addresses appeals?
H.RES.37	9	0	QI		Is the person's living space lockable and do they and appropriate staff have keys?	Who has keys to the apartment/home? Does the person have a key to the front door? If not, why not? Is the reason based on assessment and trials or just on assumptions? If based on assumptions, then this indicator might not be met. If it is based on assessments, is the person working on developing the needed skills to have a key? If the person shares their apartment/home with others, are they afforded the option of having their room locked? If no, why not? If yes, is there a working lock on the door that only the person and appropriate staff have keys for. How is it decided who has keys? Is the person ok with those decisions? Note to reviewer: Quite often it is assumed that the lock is intended to keep housemates out. It should be viewed as a way to keep people's things safe and that could include from staff as well.
H.RES.38	9	0	QI		Did the person choose their roommate and if dissatisfied, know how to request a roommate change?	How did the person choose their roommate? Are they happy with their roommate? If they are not happy, do they know they have a right to request a roommate change? If they are not happy, have they told anyone they are not happy? If yes, what has been done to assist them with finding another roommate? Can the person tell you who they would talk with if they wanted a new roommate? Note: If the person has lived with their current roommate for a very long time, the focus of the interview should be on if they understand they can request a new one if they are not happy.

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H.RES.39	9	0	QI		Does the person's living space reflect their taste and preferences?	Living space can be defined as the home or apartment or bedroom. If the person shares a home/apartment, start out talking about their bedroom. Then ask about other areas of the house. Who decorated the space? Does the person like how the space is decorated? Would they like it to look different? If yes, how? Does the person know they can decorate it as they would like? Have they told anyone they would like it to be decorated differently? If no, why not? If yes, what was done about it? Do staff think the space is decorated in a way that is comfortable for the person and reflects their taste and preferences?
H.RES.40	9	0	QI		Can the person request an alternate meal if they choose and does the person know this is an option?	What happens if the person does not like the food that is being served? Can they choose to have something else? Interview both the person and the staff to learn if the person can choose an alternate meal. Confirm that both sources are giving you the same answer.
H.RES.41	9	0	QI		Is the person provided privacy in their personal space?	Through interview with staff and the person, what is the practice prior to entering the person's room? Do staff knock? Do they ask permission prior to entering, or just knock and then enter?